Virginia Department of Education
EL Accountability Roundtable
August 18, 2016
9 a.m. – Noon

The Career and Technical Center @ Hull
13900 Hull Street Road
Midlothian, Virginia 23112

AGENDA

9:00 - 9:30 a.m.   Welcome, Introductions, Overview of ESSA

9:30 - 10:30 a.m.   Accountability Breakout Discussions

        I.   Entrance and Exit Criteria

        II.   Long Term Goals and Interim Progress Measures

        III.   Engaging Families and Communities; Preparation and Training for Teachers of ELs

10:30 - 11:30 a.m.   Report Out
                        Testing Options for Recently Arrived English Learners

11:30 - Noon   Conclusion

Entrance and Exit Criteria for English Learners
ESSA requires states to establish and implement standardized statewide entrance and exit procedures for ELs, including a requirement that all students who may be ELs are assessed for such status within 30 days of enrollment in a school in the state. The proposed regulations clarify that states should develop uniform criteria that are applied statewide.

How does your division identify ELs? What parts of the process work best, and what parts present challenges?

What uniform criteria would you like to see considered in the identification (entrance) of ELs?

Under ESSA, Title III funds can be used to provide professional development to preschool teachers regarding effective approaches and methodologies for teaching ELs. Title III funds can also be used to develop and implement new language and academic instruction programs for early childhood education. What types of ESL support does your division provide to preschool teachers of ELs and/or EL preschool students?

Additional comments

Optional:

Name _____

Organization or School Division _____

Virginia Department of Education
EL Accountability Roundtable
ESSA Stakeholder Input ~ Meeting Notes
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(Break Out)

English Learners Progress towards Reaching Proficiency in English
Section 1111 of ESSA requires states to establish long-term goals and interim measurements of progress for ELs towards reaching English proficiency as part of their accountability system.

The proposed regulations on ESSA (§200.13) require states to develop a uniform procedure for setting long-term goals and measurements of interim progress that will be applied consistently to all English learners in the State. Student's English language proficiency level must be taken into account, and one or more of the following student-level factors may also be considered: (1) time in language instruction educational programs; (2) grade level; (3) age; (4) Native language proficiency level; and (5) limited or interrupted formal education, if any.

Do you think any of the student-level factors above should be taken into account when measuring the progress of language acquisition, and why?

Are there other student-level factors that you have observed to have an impact on English learners' progress in attaining proficiency in English?

How could the student-level factors noted in the regulations above be incorporated into your division's data system? For student-level factors (4) Native language proficiency level; and (5) limited or interrupted formal education, what are the challenges in collecting this information?

Additional Comments

Optional:

Name _____

Organization or School Division _____

Engaging Families and Communities

Section 3115 of ESSA requires divisions to implement activities and strategies to enhance or supplement language instruction education programs for ELs which include parent, family, and community engagement activities. Funds may be used to provide community participation programs, family literacy services, and family outreach and training activities to English learners and their families.

> **What are challenges in meaningfully involving EL families and communities in education programs? How might divisions and schools overcome these challenges?**

Preparation and Training for Teachers of ELs

Section 3102 of ESSA (§200.13) describes activities that states may support to assist educators in increasing the academic achievement of ELs, including providing teacher and principal preparation and professional development.

> **What types of teacher training or professional development activities are you aware of for teachers of ELs? What are some challenges and opportunities associated with these activities?**

From your unique perspective, what do you feel should be the state's top priority related to ELs in the ESSA state plan and why?

Additional Comments

Optional:

Name _____

Organization or School Division _____

Testing Options for Recently Arrived English Learners
Section 1111 of ESSA provides three options for assessing recently arrived ELs (enrolled in U.S. schools for less than 12 months).

1. Assess the EL on all assessments in the first year, and include assessment results in reporting and accountability indicators; or
2. Exclude the EL from one administration of the reading/language arts assessment, and exclude the results of the mathematics and ELP assessment from the academic achievement and progress indicators in the first year. Include results for all indicators beginning with the student's second year; or
3. Assess the EL on all assessments in the first year:
   a. Exclude the results in the calculation of academic achievement indicator in the first year; and
   b. Include a measure of growth in the academic progress or achievement indicator in the second year; and
   c. Include a measure of proficiency in the academic achievement indicator beginning with the third year.

What are advantages or disadvantages to option 2? Option 3?

To implement the testing options described above, states may choose to either:

1. Apply the same exception to all recently arrived ELs in the state, or
2. Develop and consistently implement a uniform statewide procedure for all recently arrived ELs that considers the student's EL proficiency levels, and may also consider time in language instruction program; grade level; age; Native language proficiency level; and limited or interrupted formal education, if any.

What are advantages or disadvantages to option 2? What might the procedure include if this option is selected?

Additional Comments

Optional:

Name _____

Organization or School Division _____